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Courtesy, Camp Tanamakoon, Algonquin Park, Ontario

The Big Green School House

By

JOSEPHINE SCHAIN

National Director,
Girl Scouts, Incorporated

THE little red school house has long enjoyed renown; but the big green school house which nature provides, with its blue-sky roof and greensward seats, its daily changing curriculum but never changing laws, is only beginning to receive due recognition in this highly mechanical era.

Boys and girls do not go to camp to get educated; but they cannot camp without becoming so. This is one of the happiest axioms I know, and the longer I observe campers, the more I realize its truth. Although particularly true where camp officials stress adequate and highly intelligent supervision, it is also true where supervision is less wise. For, fortunately, Nature herself is one of the most effective educators in the world.

There is something about life in the open

which cultivates open-mindedness and stimulates the imagination to wide horizons—a particularly fortunate thing for city-bred youth. By her curious combination of obstacle and allure, Nature tempts even the lazy to accomplishment. And because her laws are inexorable, her punishments immediate, and her rewards unusually lasting, she is a disciplinarian par excellence.

The variety of nature's moods appeals to the adolescent girl, moody herself; and yet to meet the unexpectedness of weather and typography while living in the open, one must cultivate a certain equanimity of spirit. In other words, with a temperamental teacher like nature, a girl finds it easier to conquer her own rebellious moods. No use to argue that thunder storms shouldn't come up suddenly, or sun's



—Courtesy, Camp Tanamakoon, Algonquin Park, Ontario

rays blister tender skin. They do, anyway.

One of camp's lessons is that of adjustment to primitive surroundings which increases self-reliance; to the wishes of other campers; and to schedules which can't be changed by cajoling. Forethought, keen observation, and the ability to gauge one's endurance accurately become second nature to campers. A soaking wet tent, with all it means of drudgery to get things dry again, teaches the wisdom of tying tent flaps securely before starting out on a long hike; scratches and bruises, and one or two experiences at getting lost through carelessness, foster observation in girls who are inclined to be casual; and a painful "Charlie horse" teaches the unwisdom of over-reaching ambition.

Camp life planned for the good of the whole group first, the individual second, is an excellent socializing influence. The family should be such and sometimes is; but not always. As one mother wrote in *Parents Magazine* last year after her daughter had spent several weeks in a Girl Scout camp: "My daughter's summer in camp has resulted in freeing her spirit from family tyranny and in freeing us all from the unhappy routine we had fallen into." It takes a broadminded parent to make a statement like that. This mother, who had always considered her daughter rebellious and possessed of a most unfortunate disposition, was amazed on visiting camp to find the girl regarded as one of the most courteous and cooperative there. The mother was big enough to recognize that, this being so, some of the fault must lie in the family life. And by observing camp methods she learned that she had unwittingly made three serious mistakes: (1) assuming that parenthood meant a magic right to dictatorship; (2) lack of schedule in the matter of meals and other daily routine, with consequent friction; (3) failure to provide separate places for two sisters of very different temperament to keep their belongings. So when she went home, this woman reorganized their family life along camp lines, and found everyone, including herself, happier.

It is a good thing for everyone to get away from blood relations occasionally and test his ability to live amicably with strangers not influenced by family considerations or antagonisms. Camp is particularly good for boys and girls, because it represents to them free-

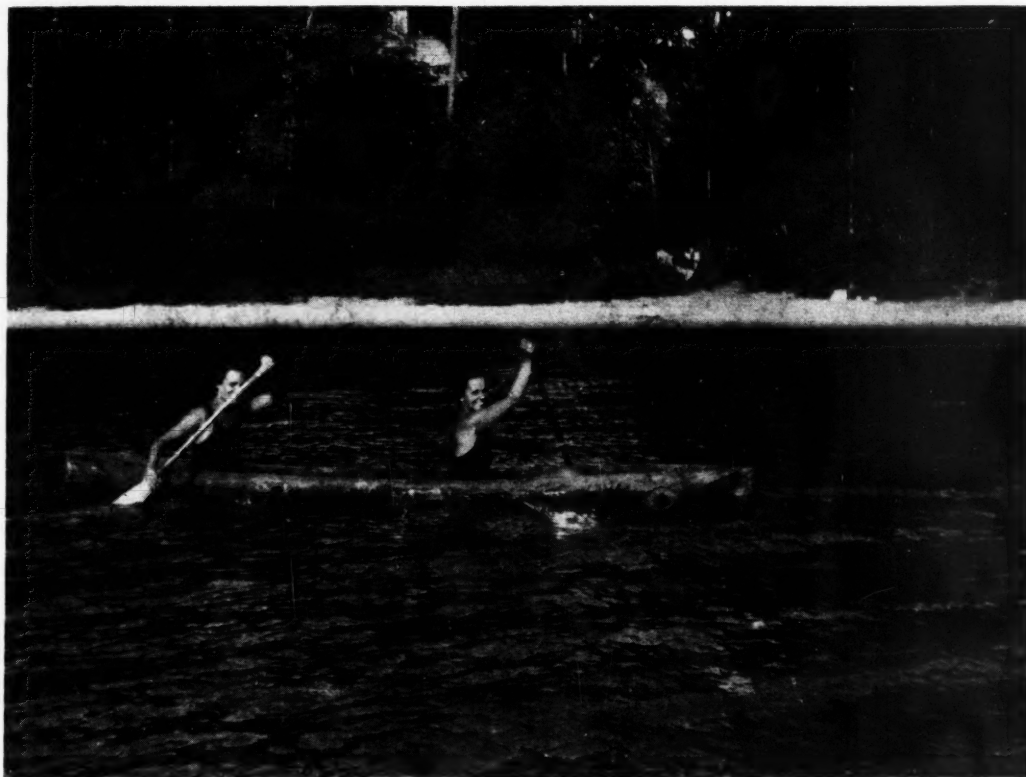
dom, and at the same time has the necessary restraints of any successful community life.

Living to schedule is a brand new experience to many campers, and one which may irk at first. But soon even those whose days at home have been most haphazard, find that there is really more freedom with schedule than without it. Because if certain things which must be done every day—like eating, sleeping, and keeping one's self well groomed—are done at haphazard times, there are bound eventually to come, what a friend of mine calls "all-in-a-heap moments." And the joy of living haphazardly rarely offsets the discomfort and embarrassment of not having fresh linen because you have forgotten to send it to the laundry, of indigestion from meals at all hours, of dull, groggy mornings after four hours' sleep. Camp life demonstrates past dispute that if one will just acquire punctuality and regularity about this inescapable eating, sleeping and grooming business, she'll have an infinitely freer spirit with which to enjoy leisure constructively, and infinitely more leisure too.

This same idea carries over later into the discovery that following a certain schedule of good citizenship—obeying fundamental principles underlying democracy—leads to greater enjoyment and understanding of civic matters. To too many, citizenship means just two things—taxation and privilege. The very important third in the citizenship triangle—responsibility—is forgotten; and thereby the full joy lost. Campers, in their more or less ideal miniature democracy, all have some responsibility; and we find that the older girls definitely seek it. They like to assume the responsibility of the trial-and-error method, which is permitted in "pioneer" camps. They like the responsibility of facing failure, because, going with it, is the equal chance of thrilling achievement. Thus is developed another characteristic of the good citizen—courage to succeed or fail for the sake of a genuine principle.

Most schoolhouses are outgrown, or only sporadically useful after one "comes of age" and goes out into the school of life. But the big green schoolhouse is never outgrown, because nature is an integral part of life. Both friend and task-master, the great outdoors tempts one to self-expression and expansion

(Continued on Page 23)



Courtesy, Camp Arbutus, Michigan

Supervision == A Crucial Need of the Summer Camps

By

HEDLEY S. DIMOCK

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Personnel Director, Camp Ahmek

EDITOR'S NOTE.—This is one of a series of addresses given at the Annual Conference of the Pacific Camp Directors' Association, Yosemite, Calif., March 21-24, 1935.

THE most crucial need of the contemporary summer camp lies in the field of supervision. The most significant and the most greatly needed set of skills and resources in the organized summer camp today are those represented by the term "educational supervision." This assertion is made on the assumption that the summer camp is genuine in its desire to become educative in the real sense. Probably no discriminating and honest observ-

er of the trends in the summer camp movement will question that there is a great gap between the objectives we proclaim and the actual results achieved. The gap between hopes and achievement, if filled at all, will be narrowed to the extent to which good supervisory insights and procedures are possessed and practiced. That is why the most significant set of resources are those of supervision.

But the insights and procedures of supervision are not only the most significant but the most greatly needed in the summer camp; most

needed because our attention has been focused in the last decade more upon the basic conditions underlying desirable health, personality, and character outcomes than upon the procedures for providing these conditions. We have become aware of the resources from hygiene, from psychology and mental hygiene, from education and sociology, which need to be brought to bear upon the experience of campers if desirable outcomes are to be achieved. The process and procedure by which desirable learning conditions are insured for each camper is that of supervision. Most of us who have supervisory responsibilities in camp, however, are more competent as administrators and promoters and managers than we are as supervisors of processes within which 50 or 150 campers are securing the maximum of personal growth and enrichment. I make this distinction between administration and supervision rather sharply, perhaps too sharply, in order to make clear that quite a different set of skills and resources are needed by the promoter or administrator than by the educational supervisor.

Something of what is implied by the concept of supervision may be seen by referring to three definitions of supervision which have been used to distinguish various types of what has been called "supervision."

1. "Snoopervision," which implies inspection, checking up, criticism. "The 'snooper' is one who is very adept in discovering things wrong, usually insignificant things educationally, such as paper on the grounds, a tent or cabin not immaculately clean or neat, a broken guy rope, or a boat improperly beached.

2. "Whoopervision," which depends upon the use of personal factors, such as enthusiasm and encouragement. It uses the "that's-the-stuff-keep-it-up" method of approach as the primary thing in supervision.

3. Supervision, which ought to be 99 per cent vision and not more than one per cent "super"; in which supervisory and staff members, on a basis of mutuality, seek to find the conditions under which campers will have the most profitable experience.

The most essential elements in good supervision are not techniques and procedures; they are matters of insight as to how people grow more healthy, more intelligent, more happy,

etc., and methods of working with and through the members of the staff so that these insights are brought to bear upon the experience of the camper. Assuming that the essential insights, understanding, and knowledge, are possessed, or being achieved, by the camp director, program director, department head, or other person in a supervisory capacity, it is possible to enumerate some of the basic elements of good supervisory practices for the summer camp. Eight of these will be enumerated and briefly discussed. This list, however, should be looked upon as a skeleton which the supervisor must clothe with the flesh and blood of his own distinctive experience, camp responsibilities, and stage of development in supervisory insight.

The Importance of the Counselor

We have always recognized the primary importance of the group counselor but recent investigation has strengthened and sharpened our recognition of this fact. The facts reported in *Camping and Character*, for example, indicated that campers under the influence of Grade A or B counselors tended to show improvement in such forms of conduct as: responsibility, cooperation, independence, getting along with others, self-control, etc. The campers under the leadership of Grade C counselors showed very slight improvement in these forms of behavior. The campers under the leadership of Grade D counselors showed approximately the same amount of change during the summer as did those under the leadership of A and B counselors—but in the wrong direction. These campers seemed to become more uncooperative, more irresponsible, more selfish, more quarrelsome, and more dependent.

On the basis of such facts and our own best judgment, it seems possible to assert that the most important person in the camp from the standpoint of what happens to the personality and character, at least, of the camper is the tent or cabin counselor. He, or she, is more important because of the intimacy of relationship with this basic unit of camp life than the camp director, or doctor, or program director, or instructor, or other person who does not have the group responsibility. Whether camps really believe in the importance of the counselor or not can be judged better by an examination of budget allocation and expenditure than by verbal statements.

The Qualifications for Counselors and Instructors

In view of the critical importance of the counselor in particular, it is encouraging to find standards of selection becoming more clearly defined and pitched at a higher level. The time has surely gone when "consecrated incompetence," or the desire to get in condition for football, or the ability to recruit a quota of campers can be considered an acceptable qualification. It is true that we do not yet clearly know what are the precise qualifications needed for effective leadership in camp. A cooperative study of 259 counselors, in sixteen camps,¹ did throw some light on the question. The study indicated that age, education, and camp experience were slightly, though not substantially associated with competence in counselors. Intelligence as measured by mental tests is not an important factor in distinguishing good from poor counselors. The items on the counselor's rating scale which were most pertinent in distinguishing between good and poor counselors included: executive ability and despatch; ability in analyzing problems and situations; possessing clear ideas of specific objectives for campers; ability to get campers to propose, plan, initiate, execute, and evaluate enterprises; ability to help campers face issues that arise in living together in the camp community; ability to use cooperative rather than autocratic methods of control; ability to expand and enlarge campers' interests; ability

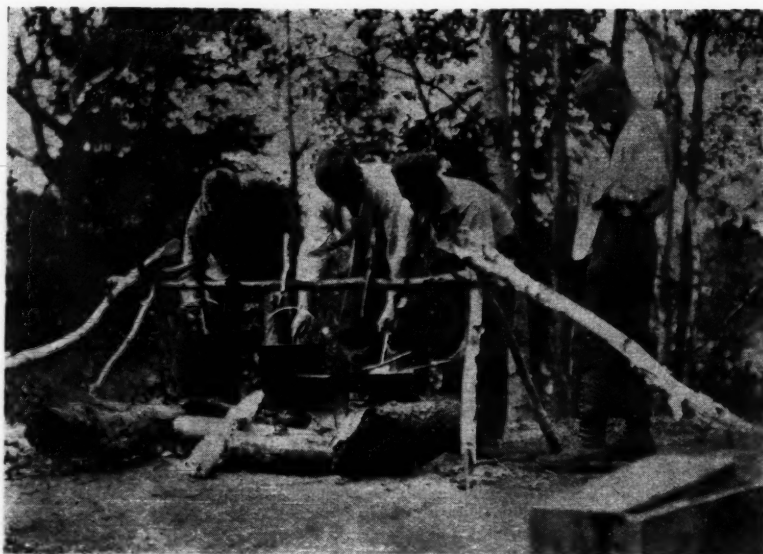


—Courtesy, Camp Arbutus, Michigan

to deal intelligently with "difficult" campers.

This study of the qualifications of camp leaders indicated that effective leadership is a three-dimensional function, in which the leader himself, the nature of the group, and the total camp community, including the camp director, all play important roles in determining the success of the leader. Many leaders possess excellent qualifications on paper and really do have rich resources of idea and experience but they lack the ability to establish effective *relationships with campers*, so that these potential resources and qualifications are not brought to bear upon the experience of the camper. The French have a word for this ability to establish effective relationships — *rapprochement*. It is the

¹ For more complete description of this study see *Association Boys' Work Journal*, May, 1931, and *Character Education in the Summer Camp II*.



—Courtesy, Camp Mississauga, Ontario

“clutch” without which the “engine of personal resources” cannot be put into functioning relationships with the campers who are to be influenced by it.

The move toward recognizing emotional maturity as basic in the equipment of the effective counselor is of conspicuous significance. There is some danger, however, in asserting that emotional maturity is not a matter of chronological age, that we infer that young counselors may possess it. It is true that some eighteen-year-old persons are more mature, better balanced, more independent than some thirty- or forty-year-olds. This does not mean, however, that many eighteen-year-olds can have the emotional maturity and poise demanded for the responsibilities of a camp counselor. As Joshua Lieberman has so clearly pointed out, persons of this age and older often require the satisfaction of their own impulses by using authoritative methods of control. The policy of many camps to utilize counselors who are through college, or nearly through, still carefully selected, of course, to secure emotional maturity and other qualifications, is a hopeful sign.

Another aspect of leadership selection which has been clarified in recent years is that of the relative qualifications of the counselor and instructor who does not have group responsibility. While perhaps many camps still select instructors because of their skill in some activity, theoretically, at least, the case can strongly be made for having instructors who possess all of the qualifications of the counselor plus the

ability to teach a particular activity. To accept other than this point of view is to infer that an instructor does not have an important place in his, or her, influence upon the personality of the child and therefore does not need to have insights and abilities in this direction.

We badly need to pool our experience and knowledge around the sources from which competent counselors can be secured. The policy of some camps is to draw mainly upon school teachers, of others to utilize students from a particular department in college, such as the social sciences or physical education. The policy of other camps is just as deliberately to avoid school people and to utilize persons in, or going into, professions quite unrelated to education.

There is also a great difference of opinion as to the extent to which the counselor should come up through the camp in which he is working. Some camps strongly endorse and practice the “home-grown” counselor policy; others deliberately, or necessarily, utilize few counselors who have come up through their own camp. We have recognized that to a great extent the type of camp would greatly affect policy in this matter. A private camp might be expected to have a larger number of counselors who had been campers, let’s say, than a welfare camp. Avoiding extremes, however, it might be fair to make a guess—in lieu of having adequate facts—that a wise policy in camp personnel would be to utilize a substantial share of staff members who had come up

through the camp, but would not utilize such a large percentage that standards would need to be lowered, or that the cross-fertilization value of having new personalities in the camp would be lost.

A study was made of the counselors at Camp Ahmek, a private camp, for a ten-year period, to ascertain whether the counselors who had been in camp as campers tended, on the whole, to be better counselors than those who came into the camp on the staff level. The results of the analysis of over a hundred counselors suggested that it was about a fifty-fifty break. The analysis clearly demonstrated that it was possible for the camp to select an "A" grade counselor when it wanted to, with a large measure of success. One reason why there are as many "C," or possibly "D" grade counselors who have been campers, I suppose, lies in the difficulty which the camp director has in refusing a staff position to campers, and *parents* of campers, who have spent many years in the camp. The attitude of the parent as much as says, "Surely, if the camp has done a good job with my boy, or girl, he, or she, is capable of a position on the staff." And since many of these camps are in the "no man's land" between business and education, it is difficult to quote the Scripture and say that even a camp "cannot make a silk purse out of a sow's ear." Of course, no parent would assume that because a child had spent eight or ten years in school he was qualified thereby to be a school teacher.

Extra-Camp Training

Under the heading of extra-camp training we may group all the training activities which go on outside of the regular camp season. What a camp does between seasons in the training of its staff will depend a great deal upon the degree of competence for the camp enterprise which the staff as a whole possesses and also upon the rapidity of turnover of the staff. If a camp is staffed with persons who possess a clear idea of the deeper and more important objectives of the camp, if they possess the essential insights about personality and how it grows, if they possess real skill in the various items listed above from the counselor's rating scale, then the need of between-season training might be chiefly in the direction of maintaining morale and of keeping the staff members camp conscious throughout the year. There may be camps with a staff of such qualifications—I have not yet heard of any. As long as a camp depends for its staff upon persons who during the year are doing something essentially different from the responsibilities of the camp, a great deal of emphasis should be put upon the between-season training. Each camp, of course, must determine what training procedures it will utilize. Regular meetings of the staff, where such can be held, will help to keep the persons camp conscious and at least partially sensitive to the objectives and ideals and methods of the camp. Recommendations of courses which will contribute to the experience of camp have not always been fruitful



—Courtesy, Camp Mississauga, Ontario

yet probably should be continued. I remember vividly how one counselor who had connected the term psychology with the fascinating discussions in camp around behavior and its motives, came back the next year to report, in a most crestfallen fashion, that although he had enrolled in a course in psychology at college he not only did not like it and did not find anything in it related to persons or their behavior but he even "flunked" it. We shall need, therefore, not only to enumerate the kinds of courses most likely to contribute to the staff members' competence, but we may be able, by working collectively, to evaluate or to influence the courses being offered in colleges and universities.

Some camps strongly recommend that their counselors maintain leadership relationship to boys or girls during the year. Some camps require, or strongly recommend, the reading of pertinent books, not merely those which fall directly in the camping field but those which will provide basic insights for the counselor in the field of mental hygiene and child guidance. The pre-camp training on the camp site has proved its unquestionable value. For new members on the staff it is almost indispensable for an orientation to both the physical and the mental environment of the camp. With others it helps to provide an enthusiasm and readiness for camp responsibilities, a sensitiveness to the objectives and ideals of the camp, a clearer understanding of the part in the total camp functioning which each person is to play, and a sense of unity in a common, significant enterprise.

Interviewing

The most valuable single supervisory and training procedure in camp is that of the interview. When dignified with this title, the "conversations" between those in supervisory positions and counselor or instructor constitute, or ought to constitute, the greatest source for the improvement of the effectiveness of the staff. In public school supervision the interview is clearly recognized as a most important supervisory device. Much of the potential value of the interview in camp, however, is lost because of its casual, unplanned, hit-and-miss character. We are not suggesting that the interview should lose its informal and friendly characteristics and become formalized. We are suggesting that interviewing to be effective in the

improvement of the counselor should be systematic, regular, and planned—from the standpoint of the supervisor.

Interviews in camps arise from several sources. You may identify the following bases of interviews:

1. Those which come at the request, or on the initiative of counselor or instructor.
2. Those initiated by the supervisor.
3. Those which are part of the regular procedure of the camp.
4. Interviews with counselor by campers, based on the information which the camp has in its possession about the camper. This information may be from parents, medical examiner, previous camp records, recorded observation, or rating device by the counselor, etc.
5. Interviews based on some counselor or instructor rating device.

The fourth and fifth type of interview I would like to discuss further. One of the most valuable kinds of interviews in my own experience has been that in which I have discussed with the counselor each camper under his leadership. In this discussion all information possessed about each camper is reviewed and on the basis of this information we attempt together to formulate a realistic set of objectives that the camp should possess for the camper. In this interview the progress in skills, the social adjustment and personality needs are seen in relation to one another. The program and leadership methods by which these objectives are most likely to be achieved are also formulated. The first of these interviews, to be most effective, should take place early in the camp season. This is one illustration of how interviewing may be systematic.

Another highly valuable type of supervisory interview with counselor and instructor is that based on a staff rating device. The counselor's rating scale,² with about fifty items under the headings *Personality and Team-Play Elements*, *Appreciation of Higher Values*, *Leadership Tools and Skills*, and *Performance in Routine Responsibilities*, provides the basis of counselor and instructor rating now used in many camps. At Ahmek the sectional director interviews each of his counselors and the director of program each of the instructors, beginning about the end of the first week in camp. At

(Continued on page 28)

² Copies of the Camp Counselor's Rating Scale may be secured from George Williams College, 5315 Drexel Avenue, Chicago, Ill.

The Use of Personnel Records

By

GEORGE G. ALDER

Director, University of Michigan Fresh Air Camp

Assistant Principal, Jones School, Ann Arbor

EDITOR'S NOTE.—This article is a summary of a discussion led by Mr. Alder at the Twelfth Annual National Convention of the Camp Directors Association of America, Inc., Cleveland, February 21-23, 1935.

WITHIN the past decade especially, there has been a decided growth in the realization of the interdependence between camping and education. To many camp directors Camping and Education are synonymous. This concept has not developed suddenly. We find camping, as many other American institutions, aimlessly growing up. Camping is passing through the rapid-growing, awkward, aimless, early adolescent period, and although still showing pronounced growth, a more serious nature characteristic of late adolescence and manhood seems to be approaching. We recognize however, that too few camps have passed the early adolescent stages.

Camp directors, and educators interested in camping have seriously neglected the importance of studying the needs of the individual camper. The camping period, although representing a mere segment in the educational year of the individual, is none the less important. The full realization of the meaning of our opportunities in camping charges us to establish objectives, methods, techniques, and the subsequent measurement of results.

Before proceeding further I am reminded of a teacher who perhaps was in the early adolescent period of her thinking in respect to personnel records, vigorously refusing to be "conditioned" by any written information prepared by previous teachers on the behavior, interests, and aptitudes of pupils advanced to her for guidance. This happened several years ago. Today we find the same teacher developing techniques, and demanding detailed records on each child. We also find counselors, and even directors, who hold much the same attitude as did this teacher toward the use of personnel records.

We find that there is a very high correlation between the philosophy, social aims, working principles, and the specific objectives of a camp, and the educational methods, techniques, and standards in use. We would tend to create a directionless system of records if we did not take time to generalize in terms of our philosophy as we went along. It is necessary to define the direction toward which we are intending to move before programs are made, methods set up, techniques devised, and appraisal instruments constructed.

This discussion deals primarily with the use of techniques in understanding the needs of the individual camper. There are perhaps no uniform standards of records in camping. Educators, psychologists, psychiatrists, and social workers are still carrying on research, in the field of personnel records. The camp educator does not need to begin from scratch however. We are familiar with many good systems of records in use in all types of camps. For convenience we may consider a system of camp records divided into three divisions: — pre-camp, in-camp, and post-camp.

Pre-camp Records

The purpose of pre-camp records is to acquaint the staff with the individual needs of each camper. Such records may include available information on each individual from sources such as the home, school, character-building agencies, specialists, doctors, churches, community centers, clinics, social agencies, and others. One or more carefully constructed forms prepared to meet the individual needs of the camp and the camper should be made and the necessary information collected in ample time before the opening of camp. Such information, if secured by a competent worker from reliable sources, should then be placed in the hands of a trained counselor who is to live with the boy in camp. Each counselor

should be as well acquainted as possible with each camper before he arrives in camp. If he is a properly qualified leader who understands the limitations of records, and how he may use case history data to understand the individual, we do not need to be concerned about his being unduly "conditioned" or prejudiced against the individual or the purpose for which the records are intended.

As a matter of check the personnel director, or some other qualified person on the staff, should go over all material on each case history. Pertinent facts of importance should be noticed and care must be exercised that the counselor does not over-emphasize other factual material. There is real danger in placing records in the hands of the unskilled. If the personnel is not qualified it is better that records be withheld and instead, each camper's case record carefully explained to the counselor by one qualified to interpret significant data. It is important to mention that all records should be kept on file in a central place away from the inquisitive eyes of the camper. An individual folder for each camper where all records may be kept should be established. Once the business of record keeping is started every effort should be made to insure its proper use and safe keeping.

In-Camp Records

In the use of in-camp records we see the widest divergence of practice. We find the short-period camp limited, by necessity, to the use of a few very simple forms. On the other hand the long-period camp with a highly skilled staff may be involved in extensive research with a very imposing battery of tests. For most of us there is a golden mean. There are definite limits to the use of records during the carefree summer months. No camp can afford to take on the aspect of a scientific laboratory or clinic. It may be well to stress at this point the fact that children go to camp for the prime purpose of having a good time. We adults may have other purposes equally valid, but great care must be exercised to avoid the camper becoming aware that he is being observed, studied, or analyzed.

Many camps employ or have at their disposal the services of a physician who gives each individual a medical examination the day of his arrival in camp. Other camps require a

medical report before the child enters camp. Such records often prove most valuable, and significant health information should be available to all staff people concerned during the first days of camp.

Often when the case history data is incomplete or fragmentary, information on the individual's background may be secured direct from the camper during the first week. The counselor is the logical person to secure such material. Frequently it is wiser to gradually accumulate what facts are needed after a desirable rapport between the camper and the counselor has been established.

The behavior rating scale developed by Dr. Dimock and Dr. Hendry finds its place in the medium of the long-period camp. This instrument has certain diagnostic values and serves the purpose of locating behavior problems. "A cardinal value of the rating scale for diagnostic purposes is that it forces and sharpens the judgment of the counselor on significant facts in the boy's behavior."*

Many camps employ a very simple technique—that of daily recording the behavior, significant and exceptional, of each individual. Each counselor may keep a daily record log and at the end of certain stated intervals make a summary record of his observations. Time must be provided in the busy day of the counselor to enable this record to be carefully and systematically kept. We have found it to be one of the most reliable techniques. One may find a detailed discussion of this procedure in Dimock and Hendry's book, *Camping and Character*.

Time does not permit even a general picture of the many techniques and instruments now in use. Other sources of information regarding intelligence tests, socio-economic inventory, personnel-data forms, and many other standardized tests and scales may be secured from universities, public school systems, and publishers of psychological and educational material.

Post-camp Records

This phase of our record keeping is most apt to be neglected. Especially is this true where the campers are distributed over a wide geographical area. Even this fact does not preclude the use of the mail in contacting parents, schools, and the individual himself. For most

* Dimock and Hendry, *Camping and Character*, p. 157.

camp, however, this does not present such a problem. Every camp should endeavor to make a careful summary report at the end of each camping period. This should be done as a matter of policy even though such material is not placed in the hands of the parent, teacher, or social worker.

The transference of records from the camp to agencies which may make use of personnel data presents many problems. Assuming that the camp has collected reliable data during the camping weeks, how, where, and by whom is it to be used? If the camp is to complete its responsibility to the individual it is obvious that important findings should be passed on to all interested parties.

As a matter of policy, and as a note of warning, care must be exercised at all times to maintain good public relations. No camp can afford to be untactful or over critical. Especially is this true when contact is made with parents. Records can safely be placed in the hands of educators and social workers, but the average parent is not qualified to interpret the meaning of rating scales, intelligence quotients, and psychological forms. To the parent these must be interpreted. Where possible a personal call by the director or personnel officer will assist the parent in understanding the meaning of the camp's records. No camp can consider itself an educational institution until it has fulfilled its obligation to the home and community. However, no camp should attempt this follow-up and follow-through phase of its job unless its data is reliable and well-organized, and unless the camp can adequately interpret such facts to all parties concerned. It involves a risk which every progressive camp can and should take.

Appraisal of Results

The appraisal of results cannot take place until the camp has firmly established its objectives. To visualize the meaning of appraisal, witness the complicated process of testing

the product of any industry, such for example as the automotive. The car is carefully appraised in terms of set standards. The manufacturer must know that his product has met the most exacting specifications. Elaborate equipment, highly skilled engineers, and millions in money are available for the measurement of results.

How much more important is it that we measure effects of camping and education on the lives of boys and girls. We must stop assuming that desirable growth in character will just happen. The scientific, educational approach to camping precludes wishful thinking. It is true that for the most part instruments have not been adequate; that the measurement of growth is a very complex matter, nevertheless camp directors should recognize and understand this problem and make every effort to effect its solution. Progress in camping will depend on the effectiveness of our measurement of results.

In conclusion let me add factors which I consider to be of utmost importance in the construction of a personnel department:—

1. A camp director who has social vision and educational training.
2. A clear statement and understanding of the major social aims of camp education.
3. A set of working principles of the camp organization.
4. A clear definition of its specific objectives.
5. A trained, closely integrated personnel, seriously interested in the education of children.
6. A personnel director with training in sociology, psychology, and education, to be in direct charge of all personnel work.
7. An adequate financial budget for materials and research forms.
8. Adequate time in the program for study and the recording of data by the staff.
9. A program permitting the continuance of a year around contact with the camper and all agencies interested in his welfare.
10. A realization that the quality of the leadership is paramount.

"Robinson Crusoe" Camping

OLD or new, this "Robinson Crusoe" camping is much like the kind "we" used to do and what the "kids" do now in the back lots. What fun we had in hauling a large packing box to the site of our proposed shack, to serve as an annex, or "igloo" entrance through which to creep into the hang-out! The latter happened to be a structure of larger proportions "hammered together" with pieces of signs, boards, boxes and tin.

The "Robinson Crusoe" adventure has been devised as an "escape" from the routine of regular day-in-and-day-out camp programs. It provides an opportunity for the expression of the "creative urge" and best of all, — it puts campers on their own!

The "Robinson Crusoe" camping experience calls for resourcefulness and ability to take care of one's self with what is at hand. It may be used as a test of a progressive plan of instruction in bed-making, shelter-making, fire-building, cooking and outdoor techniques. The conditions are exactly the same as would be found by a group of explorers lost in the wilds without equipment.

Anticipation for the "big event" may be developed by permitting some of the gear to



By

WILLIAM C. WESSEL
Assistant National Director
of Camping
Boy Scouts of America

be made in advance, under conditions that equal those of the encampment. Items such as making a clam-shell oil lamp, a friction or flint-and-steel set for making fire, dishes from coconuts, roots and vines for lashing, ash splints and willow withes for baskets, clubs for weapons, stones for tools, dyes, herbs and other items may be chosen from the list of suggestions which follows.

Imagination may be fired and ideas gleaned through reading books telling of somewhat similar experiences. "Alone in the Forest," by Knowles; "Treasure Island," by Stevenson; "Robinson Crusoe," by DeFoe; and "Swiss Family Robinson," by Wyss, will be especially helpful.

With ideas to work on and a certain amount of equipment to work with, the actual experience of camping out under "ship-wrecked" or "lost-in-the-wilderness" conditions will be assured of reasonable success at the outset. For a twenty-four-hour event, there will be but little time for extras, in addition to building a shack or shelter, preparing beds and locating food, as well as exploring the section and improving the site with sanitary facilities, improvised furniture, look-out, "distress" signal, and fire pyre (carefully covered, but ready to be lighted for night raids or for rescue signal).

Gathering these various ma-

terials will do much to build up enthusiasm for the event which should be evaluated on the basis of possibilities rather than against a uniform pattern. That is to say, if one group should happen to make a thatched shelter, it should be appraised on its own structural and rain-proof efficiency rather than by comparison with one built entirely of different material. It is difficult, at best, to compare "cabbages and kings." Personal expression, in this type of event, is of greatest importance.

On the day scheduled for the experience, groups of five to eight campers should be ready, under their own leadership, to stake out a claim that will be developed with adequate shelter, protection, look-out, enclosure, improvised cooking gear, utensils, camp conveniences, camp furniture, weapons of defense, food cache, improvised tools, traps, and fire-making paraphernalia. As has been suggested, some of these might be taken up as regular camp-craft projects in advance, such as making a fire-by-friction set, which may take a youngster all of one day to complete under wilderness conditions where he has no other tools except, perhaps, an axe and knife with which to make them. A group could bring this material into the particular "claim," making it possible for all items to be put to immediate use, while the time thus saved could actually be spent in making shelter and bedding, improvising cooking utensils, and in using the trappings and gadgets previously "created."

In the interest of keeping up enthusiasm and the spirit of competition, the "claims" established by different groups should be close together, so that it will be more convenient for the supervisor to make his appraisal. Food for each unit should be hidden in a cache or made to appear that it "floated" ashore.

A day and night guard should look after the safety of the campers, to forestall any "raids" and to be alert for the "rescue" party. The "raids" might be in the nature of a handprint, or footprint, placed within the enclosure by one of the judges, or the leaving of some small marked stone.

Ideally, the setting for the event is along the shore of the lake or river, where flotsam can be found. Along the ocean, there are many things to be picked up which can be turned into useful equipment with a bit of imagination and skill.

Each group should also develop a number of improvised games, such as "duck on the walk," "tic-ta-to," Esquimo spoon game, etc.

In order that this does not remain in the realm of imagination, I quote the following log which was kept on a limestone slab by a group of "shipwrecked" Scouts on Lake Erie, N. Y. Actually, they were regular campers attending Camp Sequoyah:

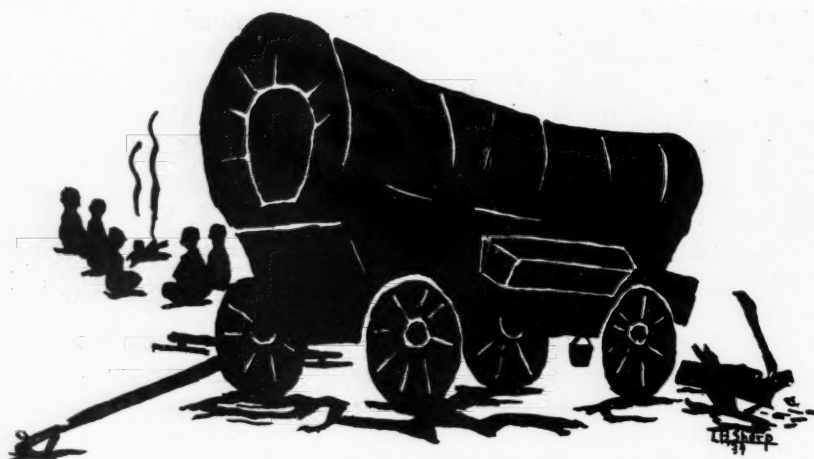
"We, six seamen of the S.S. Sequoyah, the only known survivors, were cast ashore at this location on the morn of July 19, 1934. After collecting our senses, we proceeded to erect a distress flag and fire signal tower. We stationed a lookout and then began work on our shelter house. The lookout sighted a westbound freighter at a great distance, but we were not seen. We completed our hut and set to work building an icebox, a latrine, and a cairn. We found a spring, prepared stew for six and also our midday meal. We improvised weapons for warfare and defense, utensils for cooking and eating and made our plans for our stay. We were overlooked by two eastbound ships and a high eastbound plane. We built a barricade and made an attempt at making pottery. Our naturalist collected stones for our museum. For variety we played horseshoes with stones. We washed in the lake and then prepared and ate supper. A very low, westbound plane failed to see us. We prepared for the oncoming storm, paired off in night watches and retired to bed. A bad electrical storm during the night disclosed several defects of our structure, which we repaired. At 6:00 A.M. the rain stopped. We started fire from hot coals and enjoyed breakfast. 10:30 A.M. We are saved. Len Pielmeier, who arranged for the contest, congratulated us upon pulling through."

The event is so filled with romantic and adventurous activity that the campers can hardly wait to get started, after being given time to make a preliminary survey as to its possibilities.

It should last at least 24 hours, preferably 36 or 42 hours. This might be followed up with special projects in making first aid equipment, natural dyes, herb collections, looms for weaving rush baskets, mattresses, etc., as time permits.

The Patrols (a boy camp leader and from three to seven boys) are turned loose in the woods, preferably along the water's edge or directly on the seashore. They must live and provide for themselves, discovering ways and means for improvising shelters and protection against possible raids by "savages." The de-

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Catch Up! Catch Up!

Covered-Wagon Camping

by LLOYD BURGESS SHARP, Ph.D.

Executive Director, Life's Summer Camps

ALL along the trails that led out from the "jumping off place" at Fort Leavenworth and from a number of other nearby points, during the forties, fifties, sixties and seventies of the last century could be heard the call of "Catch Up, Catch Up." It was the signal to get underway. It came from the leaders of the covered wagon caravans and immigrant trains headed for the far west to the land of hope and prosperity. We hear most about the Oregon trail, which was the longest, and of the Santa Fe which was the first of the great trans-continental trails. There were many others combining many short cuts and connecting lines.

It took a strong heart and a strong body to successfully cover these trails of courage and daring. These courageous and venturesome people loaded their conestoga wagons, pushed across the Missouri, and made a new boundary for our nation. Today the trails are gone, but neither they nor their makers are forgotten. R. L. Duffus, author of "The Santa Fe Trail," said, "The trail was but a single thread in that vast roaring loom on which was woven the fabric of modern America, yet there it still shines, if we had but to look, like a pattern of untarnishable gold."

Santa Fe Trail

The Santa Fe Trail started from Fort Leavenworth and Independence, headed through

central Kansas territory. The readers of the events of the pioneer days will recall the happenings at Council Grove, Pawnee Rock, Fort Larnard, Fort Dodge and the famous Cimarron, the place of great decisions, the parting of the ways, the parting of friends, some to meet again at Santa Fe, and others never.

The Oregon Trail

The Oregon Trail, the longest, some 2000 miles, and perhaps the most difficult, started from the usual "jumping off place," headed west, cut across the northeast corner of Kansas and the Big Blue River to Fort Kearney, the first safe stop. Some of the other places of historical note along the trail were Chimney Rock, the crossing at Laramie River, Fort Laramie, North Platte crossing, the famous Fort Bridger, Fort Hall, Fort Boise, the Grande Ronde, Fort Walla Walla, the Dalles, Fort Van Couver and at last Oregon and new homes.

Life on the Trails

As one reads the diaries of the numerous parties slowly wending their way across the trails, he realizes that "covered-wagon days" was a way of living. These people were at home on wheels wherever they were. Routine life proceeded without undue complaint or protest. Families stuck together, groups remained intact. There was interdependence of a high order. They lived together in joy, in sorrow,

in adventure, in thrills and in excitement. Their life and success depended upon their skills, their craftsmanship, their strength, and their courage. On they plodded regardless of weather, heat, cold, rain, thunder, lightning, wind, sand-storms, and floods.

The problem of feeding was difficult. Food had to be carefully selected, prepared, preserved and guarded. These pioneers were most successful as caterers. Many of their dishes cooked over their campfires would be a great addition to our present-day camp menus on our trails and at our outpost camping places. There were ways of pressing vegetables and drying the pulp so that they would keep in all kinds of weather.

Cooking on the trail was difficult and required skill and patience as it does on the camp trail of today. A pioneer woman in Ford's Party of 1844, kneaded her dough, built and kept a fire, and cooked a meal while holding an umbrella to keep out the rain.

There was self-government, the rule of the group, and a recognition of the "unwritten law," which was a tacit agreement that all



Courtesy, Life's Summer Camps

grievances and misdemeanors should be settled in council.

There were deaths, births, marriages, religious meetings and social parties, celebrations at reaching certain points, gaiety, dancing, music, campfire entertainment, songs, jokes, and stunts. The children had their usual fun and presented the usual problems to their parents. At a prayer meeting along the trail the minister of a party offered a prayer asking "God to remove the wild beasts and the savage men from our pathway." One of the boys whispered to his youthful companion, "I hope all of the prayer will not be heard as I want to kill a buffalo and would like to see a bear."

The pioneer was an expert craftsman. His work was in the main crude but effective and durable. It met the needs of the time. In a hurry a steer had to be sacrificed. His hide had to be made into rope in quick time and the rope used to lower supplies and equipment over steep cliffs. Making harness, repairing wagons, braiding, carving, shooting accurately, all were necessary skills that
(Continued on page 25)



Courtesy, Life's Summer Camps

How Camps Can Raise Aquatic Standards in Nearby Areas

*A Plan for
Co-operation with
the Countryside*

By

W. E. LONGFELLOW
First Aid and Life Saving Service
American Red Cross

THE more I tour this country of ours during camping time, the more I am impressed with the magnificent opportunity which the average boys' and girls' camp has to improve the water-safety status of the county in which it is located. At the annual meeting of the Directors of Girls' Camps in the Connecticut Valley, held at Camp Aloha in '33, I unfolded my ideas on the subject, and they were well received. Some results have been accomplished, but only a fraction of what would be possible if the whole camping group became conscious of its opportunity and the responsibility it has as a privileged group in an under-privileged community.

In common with the others of our field staff of First Aid & Life Saving specialists, I have to concentrate in summer time on the sections of America which have no indoor swimming facilities. In two or three months at the most, the rural sections must be visited and swimming leaders trained to teach proper swimming strokes, diving, water life saving through adopting swimming skills, and the safe uses of boats and canoes.

In our tours we are jumping from the under-privileged countryside, which has few if any developed bathing beaches with either supervision as to safety or instruction in how to swim, to the highly organized camps which have all that the local community lacks. The contrast is amazing — for the camps have picked out and developed the best beaches, pools, swimming holes and groves, and developed fine systems of docks, diving equipment, boats and canoes.

The camps have scoured the country, taking the cream of the aquatic instructors in all branches. From schools and colleges to camps located in these under-privileged areas come

the most competent people who can be found to raise the watermanship standards. When it is found that these camps have been in these areas with this same staff of aquatic experts, or others equally competent and for many years have done nothing to improve local standards, we cannot help but realize that it is time some action was taken.

While the areas surrounding camps are invariably under-privileged, many of the popular camping states are equally under-privileged as a whole. Take Vermont, for example, which has just opened its first indoor pool in the Burlington Y.M.C.A., and New Hampshire, which has no indoor pool at the University and only a tiny indoor pool at the Keene Normal College for the training of teachers. Dartmouth has a fine pool and program, but does not carry the program over into summer, and for the most part, trains students from other states. Then too, the best college swimmers are snapped up as camp counselors.

Most of Maine is equally under-privileged, outside of Portland, Auburn, and Brunswick, where the Bowdoin College pool is located. In the northern tier of states the climate is described as "July, August, and Winter" when it comes to water sports. These camping states may be taken as quite typical of other camping areas—up-state New York, rural Massachusetts and Connecticut, New Jersey and Pennsylvania, and the various southern and mid-west states with camps.

The task of trying to develop local experts, who have no all-year tank training, in the brief summer vacation season, and to keep them interested and supplied with new teaching material from year to year, is an up-hill job. But I have studied some possible helps which camps could give the water-safety pro-

gram in their own localities, and have some definite suggestions of things which can be done at little or no cost, and which will bring in big dividends of local good will, legitimate publicity and better understanding between camp and countryside.

I know of many instances where the owners and operators of camps have bought homes in the county in which the camp is located. They are voters, as well as tax-payers, and have found that there are many benefits to themselves through participating in the local government and meeting the town and county officials. The courses I am suggesting would supplement these other means of proving the camp directors are "regular folks" and that the benefits of camping can be enjoyed by others than the children of rich city folks and "furriners."

One of the first steps would be to survey the local bathing facilities for town and county children, and aid in establishing adequate beach facilities, with dressing shelters, toilets and supervision. The camp equipment might offer ideas, and the gift of a ring buoy, torpedo-can buoy, or set of grappling equipment, would be a fine opening gesture. It would soon be found that the supervision was lacking and that no local swimmers were available to take the life saving test or accept the responsibility for the place.

Through the local high school, a camp aquatic scholarship for a boy or girl might be offered in each graduating class that finished in June. A combination of athletic prowess and scholarship qualifications, capacity for leadership and ability to do community service, should be considered as essential. A feature would be the preparation of a paper on the ways and means of improving the swimming status, and proper use of the magnificent waterways near the town. One boys' camp and one girls' camp in this way could change such a neighborhood from a deficient to a privileged aquatic community or county.

This scholarship camper, although but an ordinary self-taught swimmer to begin with, would have all the standard strokes and dives, life saving, and much boat and canoe lore at the end of ten weeks' camping experience. This community delegate, to my mind, should be in every particular a camper, not a flunkey or roustabout. He should imbibe and then radiate again the camp spirit which is so important.

Another type of cooperation would be for several directors of neighboring camps to meet with the Selectmen of the nearest shopping town or the post office town for the camp, and agree to help with the teaching program for the town or county beach or swimming hole. Where there are several aquatic counselors on the staff, one can be spared one morning or afternoon a week to help the youngsters of the county.

With a group of camps working out of a central shopping town, a regular daily schedule of coaching by experts can be worked out for the town beach, covering mass instruction for beginners, stroke development, distance and speed swimming, fundamentals of diving, swimming, life saving, water games, boating, canoeing and pageantry.

A season or two of this, and the entire swimming status of the community will be changed and the summer visitors in their midst will be better understood and appreciated. The capable young women who taught so many of their girls and women to swim is one of those same "crazy gals" that caused so much discussion when they came to town shopping or to the movies or for the mail in bright shorts and mannish shirt or camp jersey, and with little or nothing on the place where stockings are usually worn.

This type of cooperation among rival camps may appear to be too Utopian. It may be a far cry to expect the town fathers in New England to accept it; they will never take the initiative in asking the camps to do it. If it is done the initiative must come from a camp or group of camps. Most communities can afford to hire their own community swimming director, but some one has to show the way and prove that one can really interest young and old and that the people want such coaching. In a year or so the county or town will take it over and will have a well-trained nucleus of swimmers from which to select leaders and teachers.

Just for example, see what happened in a couple of New Hampshire counties last summer when two physical educators, operating under S.E.R.A. funds, were turned loose to promote swimming and water safety. The instructors were trained in New York (a man and a woman) and both were Red Cross Life

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The Camping Magazine

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What Constitutes a Happy Summer

Whatever else may happen in camp this summer, the campers must have a whale of a good time. There is no dodging the issue that this, and precisely this, is what brings them to camp. Whatever in the way of serious objectives the director may hold, the campers enthuse over them not at all. Unless the camper has a thoroughly good time, as he himself evaluates a good time, there is little hope that the director's high-sounding objectives will be attained. *Fun for the campers* is, therefore, the first and primary objective.

What constitutes this good time?

That it is not written in terms of formalism and fixed schedules, goes without saying. That is the surest route to drabness and monotony. The campers may hatch up a good time in spite of fixed and formal schedules, but not because of them. That the campers should be relatively free to live their lives in camp and pursue their interests is fundamental.

As adults, we must not be *too* concerned about the teaching of this or that, and the elimination from the camp of activities that have slight training value. If the campers enjoy them, that is reason enough for their existence. After all, camp is run for the campers, not the adults.

Does it follow that the greatest happiness

in camp will result from an approach that seeks only to give the campers a good time, here and now, with no thought of growth or the development of skills?

Such a point of view is based upon a misconception of the nature of the play of children. The adult in his recreation may be content to meddle around with some activity just for the pleasure it brings, but not so with children. They are constantly striving for proficiency in the activity, be it baseball, swimming, paddling, or what not. They have *purpose* in their play. The end they seek is not extrinsic to the activity—it is within the activity itself, but just fooling around at the activity for the pleasure it brings is not characteristic of youth (although to the adult their play may appear to be nothing more than that). *The greatest joy children obtain from the activity is the sensing of progress in developing proficiency in it.* Is this not the development of skills? At the same time, is it not play?

In speaking of a program based on interest, we are inclined to think of interest as the whim of the moment, doing just what we want to do, now. This is not interest as the term is used in education, nor is it interest as the camper conceives it, inasmuch as he has little desire to just fool around. Since he sets goals for himself in the activity, his interest immediately centers around reaching the goals. In other words he has purpose in his activity, and in all practical respects, *interest* becomes synonymous with *purpose*.

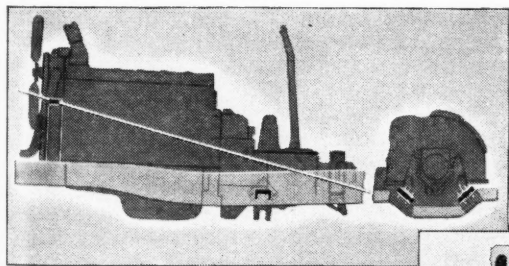
The task of leadership in camp is to determine what each camper is interested in, then to visualize for him goals of attainment he can reach in his favorite activities. Once he has set the goals for himself, the task of leadership becomes one of helping him learn the skills necessary to reach the goals, and to inspire him to keep his eyes on the goals.

Youth seeks growth, not idling away time and engaging in pleasantries. *Joy, happiness, comes from the sense of having achieved, the feeling of having grown to something better.* To insure the happiest possible summer for campers, we must insure this achievement and growth, through some sort of arrangement of program. In short, we must insure opportunity for the development of skills in the camper's favorite activities.

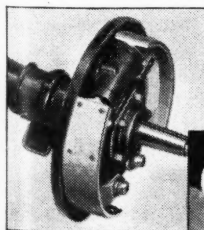


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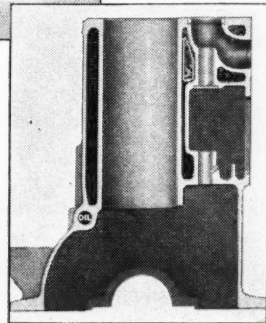
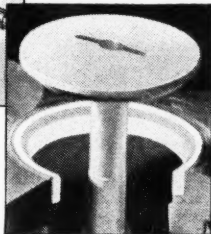


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ON THE TRAIL OF NEW BOOKS

Handbook for Camp Counselors

By Rosalind Cassidy and Homer Bemiss, editors. (Oakland, California: Homer Bemiss, 1935). 94 pages, paper. \$1.00.

"What the camp director wants the counselor to know" is the theme of this important contribution to camping by the Pacific Camp Directors Association. Twenty-nine camp directors and educators of the Pacific area have combined to produce the manual, under the able editorship of Rosalind Cassidy and Homer Bemiss. The result is a volume broader in vision, in point of view, freer of bias and particularism, than could have been possible were it the work of one individual. The book represents the best group thinking and composite experience of those who have been responsible for the growth of camping in the Pacific Section during the past ten years.

The book is first of all practical. It is designed for counselor training and speaks directly to the counselors. The chapter heads have been wisely chosen and the subject matter is all pertinent. Each chapter is made up of several contributions, representing the varying points of view of different types of camps—boys', girls', private, municipal, organization, and so forth. Each chapter is concluded by a bibliography, and there is an excellent and comprehensive bibliography on crafts at the end of the book.

The book should be on every camp director's and counselor's bookshelf, and in every public and college library. It is valuable for counselor-training courses in camp, for college courses in camping, and for the self-training of those who would be informed on camp leadership.

—B. S. M.

Organized Camping and Progressive Education

By Carlos Edgar Ward. (Nashville, Tennessee: Informal Education Service, May 15, 1935). 18 pages, cloth. \$2.00.

Just as we are going to press comes a review set of the page proofs of this latest book on organized camping. By the time this magazine is in the hands of its readers the book will be on the market.

A hasty skimming of these pages has our interest thoroughly aroused, and we predict a similar reaction on the part of all who are seeking a sound and modern educational philosophy and methodology. The book spreads before us a panoramic picture of the evolution of programming theory and methods, from the beginning days to the present. The ma-

terial is conveniently arranged in three parts: (1) Historical Analysis of Organized Camping, (2) A Decade of Experimental Camping, (3) The Modern Camp Movement. The latter section describes the educational changes and trends in present-day camps with emphasis on current problems and lags.

The book is particularly convincing on the point that camping is in a state of flux and flow. The current is pictured as moving swiftly, and in the general direction of the principles of progressive education. Practically all camp directors sense this fact of change, and have a feeling of uncertainty as to just what is the ideal way. This book will help the director to clarify his thinking, to visualize clearly these trends, and to understand the essentials of the progressive-education movement which many camps have embraced and toward which camping as a whole is moving.

—B. S. M.

My Child and Camp

By Matt Werner. (St. Louis: Clark-Sprague Printing Company, 1933). 117 pages, cloth.

Matt Werner has camped and directed camps for, these many years. Not old in years, yet he is a veteran in this camping business, and as such is qualified to address the subject. Yet when he sits down to record his story, he assumes the rôle, not of the experienced director, but of the parent who seeks the best in camping for his children. Mr. Werner's book is a detailed description of just what the camp which assumes the responsibility for the training of his children must be like—in equipment, objectives, idealism, educational theory, activities, leadership.

There are more than the usual number of paradoxes and inconsistencies within these two covers. Yet, as A. E. Hamilton (agreeing with Emerson) says in the delightful introduction, "consistency is the bugbear of little minds."

Mr. Werner is a man of his convictions. He speaks courageously, and with every intent of standing by his guns, even though these guns may point in several different directions, and at times may be pointed at each other.

It is too much to expect that all camp directors will agree with Mr. Werner on all his points, yet one thing is certain, they will not read his book without thinking, and any book that really makes men think is worth its weight in gold.

The little book is stimulating. It is a sincere search for the values in camping that are significant, a sincere statement of the standards of excel-

lence in camping as the author sees them. All camp leaders would do well to know it.

—B. S. M.

The Curriculum in Sports (Physical Education)

By S. C. Staley. (Philadelphia: W. B. Saunders Company, 1935). 373 pages, cloth. \$2.50.

Here is a textbook in physical education that departs from the usual pattern. It approaches the subject from original angles, and consequently is particularly stimulating and thought-provoking. The book is organized on the assumption that the curriculum of physical education must be conducted according to accepted educational theory and practice. Since the body cannot be regarded as separate from the mind, the author maintains that there cannot be a separate and distinct physical education. He therefore launches an attack against the use of the name "physical education," and recommends the substitution of the name "sports education." Not only are the theory and practice of physical education discussed, but the two are linked together. The book is courageous and timely, and will be read by physical educators with much interest.

—B. S. M.

Social Games for Recreation

By Bernard S. Mason and E. D. Mitchell. (New York: A. S. Barnes and Company, 1935). 421 pages, cloth. \$2.50.

This book is the most comprehensive compilation of material for social recreation and provides play leaders, teachers, scout masters, camp directors, club leaders and others a source of material that will be most useful in promoting social recreation for such groups as camps, schools, churches, and clubs.

With the companion books, "Active Games and Contests" and "Theory of Play" by the same authors, the philosophy of play, as well as its practical aspects, has been very well covered.

The book is conveniently arranged in four parts. Part One, Dance and Party Events, is especially adapted to getting people acquainted. It provides many activities interesting, amusing and challenging to adult and younger groups.

Part Two, "Council Ring Events, Contests and Combats," will be found particularly useful for camps, playground and schools. There are many valuable suggestions as to organization and presentation of material, among these the introduction of the Council Ring will prove an innovation to many play leaders.

The mental games in this chapter will challenge young and old and will be of much use for home parties and small social groups.

Part Three is devoted to scouting, woodcraft, picnics and outing events and is as complete in

meeting the need for recreational activity for such groups as are the other two parts.

Part Four, "Play Activities in Teaching," is very suggestive as to how play may be effectively used as teaching ways by teachers with any imagination.

The book will be a valuable addition to the library of homes, schools, churches, clubs, camps and playgrounds, as well as to that of individuals engaged either occasionally or permanently as leaders of social recreation.

—J. H. McCULLOCH,
Michigan State Normal College.
Professor of Physical Education,

The Development of Boys' Work in the United States

By Walter L. Stone. (Nashville, Tennessee: published by the author, 1935). 178 pages, cloth. \$2.00.

This is a careful and scholarly treatment from the sociological viewpoint of the history, growth, and present status of boys' work in the United States. The evolution of objectives and practices in the various boys' work agencies are all described. The analysis of the major trends in present-day boys' work, the problems and lags, and the ascendancy of the scientific approach, makes the book one of outstanding importance to all who are engaged in or are preparing for this field of endeavor.

—B. S. M.

The Appalachian Trail

Issued by The Appalachian Trail Conference, 901 Union Trust Building, Washington, D.C., 1934. 36 pages, paper. 25c.

A pamphlet describing the route, history, and guidebook data of the foot trail along the crest of the Appalachian mountain system, extending through fourteen states from Maine to Georgia.

The Big Green School House

(Continued from Page 4)

with much less self-consciousness than in the city. Mountains and streams, deep forests and lakes are so rich in lore that, once their mysterious alphabet is learned, a whole lifetime will not suffice to read the mysteries written there.

The more people there are who have the opportunity to acquire nature's friendship by camping in their teens, the fewer adults will later "crack" under the stress of modern life. In our efforts to find a happy medium between progressive and conservative education, perhaps we cannot do better than turn to camp, close to Nature who is more progressive and more conservative than any human.

Seen and Heard ALONG CAMPING'S FAR FLUNG TRAIL

New York Section Elects Officers

The annual meeting of the New York Section of the C.D.A.A. was held on April 18th in New York City. Miss Hazel K. Allen, director Camp Edith Macy, Briarcliff Manor, New York, was reelected President of the Section; Mr. A. J. S. Martin, director of New York City Y.M.C.A. Camps, was reelected Vice-President, and Robert Denniston, director Camp Nicatous for Boys, Burlington, Maine, was reelected Secretary-Treasurer. To serve until October 1, 1938, Miss Esther Waldo, Camp Executive of the New York City Y.M.C.A. Camps, was reelected to the Board of Directors, and Ralph C. Hill, director of Deer Lake Camp, Madison, Connecticut, and Miss Harriet Wolfe, director Camp Wildwood, Bridgton, Maine, were also elected.

Following the election of officers and the hearing of annual reports, a panel discussion took place on the subject "The Objectives of Our Camps." Ernest Osborn of the Child Development Institute of Teachers College was the chairman and panel speakers were Miss Emelia A. Thoorsell, Mrs. I. Spectorsky, Ralph C. Hill, and Fay Welch.

New members elected to active membership of the New York Section include:

Miss Marjorie S. Kirk, Syracuse, New York, director of Camp Merrywold for Girls, Winthrop, Maine.

Mr. Leon Noel Booth, 601 West 115th Street, New York City, associate director of Camp Kear-sarge, Elkins, New Hampshire, and editor of the *Camping World*.

Miss Jessie I. Mills, Camp Tera, Suffern, New York, director of same.

Mr. William C. Duncan, Head Junior School, Irving School, Tarrytown, New York, director Camp Duncan, Derby, Vermont.

Mr. Max Schwartz, 10 Lehigh Avenue, Newark, New Jersey, director of the Felix Guild Camps, Milford, Pennsylvania, camps of the New Jersey Y.M.H.A. and Y.W.H.A.

New members elected to associate membership are:

Mr. Donald Rose, R. H. Macy & Co., New York City, director of Macy's Camp Department.

Mrs. Grace H. Rogers, 490 West End Avenue, New York City, director Camp Hubert for Girls, Lake Hubert, Minnesota.

Mr. William Faber Davis, 461 Fairview Avenue, Orange, N. J., director of Camp Awosting, Litchfield, Conn.

Nature Guide School on Wheels

Dr. William G. Vinal, Professor of Nature Education, Western Reserve University, Cleveland, will conduct a novel and appealing training course for nature counselors and science teachers in the form of an educational tour through New York and the New England states. Over 2,600 miles will be covered in a thirty-passenger bus, zigzagging to interesting nooks and corners where rare nature lessons may be learned. The expedition begins August 3 and ends August 21. A detailed travelogue describing the stops planned for each day may be obtained from Dr. Vinal.

Camp Fire Girl Camp Courses

A number of training courses of particular interest to outdoor leaders will be conducted throughout the summer at many convenient points across the country. Some of these concentrate on camp and outdoors leadership and others deal more specifically with the Camp Fire Girl program. An announcement of these many courses, giving dates and locations, may be obtained from the national office of the Camp Fire Girls.

Cleveland Section of C.D.A.A. Organized

A new section of the Camp Directors Association of America Inc. has just been organized comprised of directors and counselors in and around Cleveland. The revised constitution of the Association was accepted by the section and the following officers elected: president, Dr. William G. Vinal; vice-presidents, James Bethune and Dorothy Treat; secretary, Sally Sumner; treasurer, Robert Grueninger; chairman committee, Edith Yeomans; members of executive committee-at-large, Edith Yeomans and W. L. Neustetter.

The section plans a camp institute for June 15 and 16.

Catch Up! Catch Up!

(Continued from page 17)

every competent trailman needed to know.

The veteran of many Indian raids and stampedes soon learned that the sturdy oxen were the most dependable. Mules and horses had their places but needed careful attention. "Corral" was a word that everyone on the trail knew and feared. Wagons, horses, and oxen must be formed in a close circle as the most efficient way to ward off attacks from the Indians.

The life of the pioneers was not tragic, at least they did not think so. It was a way of living to them and for the most part they were happy. H. S. Lyman, a pioneer himself, says that, "the journey was one of the pleasantest incidents of my life. It was a long picnic, changing scenes of the journey, animals of the prairie, the Indians, the traders and trappers of the mountain country, progress of the seasons, all formed a sort of mental culture that the world has rarely offered. Almost all migration was carried on in circumstances of dangers and distress, although daring in the extreme, a summer jaunt."

In moderation and without the dangers and hazards, some of this pioneer life is open to our campers through the program of covered-wagon camping.

Covered-Wagon Camping

The writer has greatly admired the spirit of the pioneers and had hoped for a long time to introduce in some way *covered-wagon camping* into the program. The plan was readily accepted by the staff and campers in both of Life's Summer Camps, and in a short time at the beginning of the 1934 season we were camping on wheels. The best of the traditions of the pioneers were woven into the camp program much as is done with Indian life and with the customs and traditions of various races.

Soon the call of "Catch Up, Catch Up" was sounded and quickly became the key word in camp. Amid great cheering and shouting the entire camp turned out to give our young would-be pioneers a rousing send-off. Covered-wagon camping in Life's Summer Camps got off to a fine start in 1934 and plans for the coming season add much to last year's activities.

Construction of the Wagons

The ordinary farm wagon can be secured at little cost and quite easily converted into a covered wagon. A wagon-bed made 60 to 66 inches wide at the top and 14 to 16 feet in length can accommodate four campers and their equipment. A wagon-bed extended over the wheels will provide more space. It is best to have one solid piece of waterproofed canvas covering the top. The ribs or stays made of hickory or oak should be bent in approved shape. They should be sturdy enough, about two inches wide by one-half inch thick, to support the canvas in a wind and under the strains made upon them while in motion.

On either side and at the back end of the wagon, boxes should be placed for storing equipment. Our plan is to have one of these boxes in each unit contain a collection of good books for reading.

We find that a special wagon (chuck wagon) for food and supplies is desirable. A table can be constructed in the center of the chuck wagon so that the entire unit can sit inside in case of bad weather and prepare and eat a meal in comfort.

Cots are built in so that they can be easily let down, making more space in the wagon during the daytime when needed. Each wagon should have its necessary equipment of shovel, pick, axe, hammer, pliers, rope, string, wire, extra canvas, lantern, and other essentials.

When packed for travel with all equipment it will not be a very heavy load and a team of farm horses can easily pull it.

It is best to explore the country near the established camp site using back roads and side roads. These trips should be for exploration purposes, although there is thrill enough in the mere routine of living in the covered wagons. All wagons need not be on the trail. Much of the values derived from covered-wagon camping can be had by setting up a unit in camp which does not move around.

More Pioneers

It is most interesting to find that the life of the campers to a certain extent is like that of the pioneers. A unit of seven campers, a counselor and an assistant, living, playing, working, cooking, and eating together brings forth cooperation and interdependence.

Group difficulties and problems are settled

in council. Their activities for the day are planned together. They share fun, success, difficulties and problems. The campfire is the place for their singing, playing of instruments, a harmonica, a banjo, and the strains of "Oh Suzannah" and many other Western tunes can be heard.

There is no need for regimentation, regularity, and a conformity to the general camp program. Theirs is a life unto themselves, bringing successes, pleasures, and adventures — *camping*.

A group of campers living in this manner must know how to cook, build, and keep a fire in the rain. They must be skilled in the various arts and crafts and in the use of tools. They learn to be resourceful as activity is purposeful. At the end of the day's activities all are settled for a restful night. It is not long until day breaks, and minus the proverbial bugle another day of pleasure and fun starts in a quiet way.

Again Dufus reminds us of the lure of the covered-wagon days: "Let us sit around the old campfires, before the ashes quite grow cold, and throw on such leaves and buffalo chips as we can still find. Perhaps, as our eyes strain into the mist and dark, the fierce and glowing memories of the old trail will again flame into vivid reality. Again we shall sleep under the naked sky and again in the bright morning hear the stamping of many hoofs, the shouting and the cry that begins the day's march, "Catch Up! Catch Up!"

Little did the pioneers realize that their crude but sturdy moving homes on wheels would eventually become a model for a part of a great educational program of the present day, and that their way of living would become a method of camping.

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Robinson Crusoe Camping

(Continued from page 15)

ciphering of a message will enable them to locate a cache with food or a drum, cast on the shore among the "wreckage" — (previously planted by the Judges).

According to conditions and time available, the following items might be chosen as a basis for evaluating the contest.

Shelter—Rock shelter, overhanging cliff, brush lean-to, with thatched roof (must be waterproof), log cabin, shack (built from driftwood), reflector fire place for heating and light, rustic furniture and other improvements.

Beds and Browse—Leaves, hay, rush mat, willow bed, cribbed bed base filled with sand and topped with balsam.

Kitchen Shed and Dining Shelter — Thatched roof, shelves, benches, table, food drying rack.

Cooking Utensils and Pots—Shell spoon, bone knife, hot stone lifter, wooden ladle, spoon, potato-masher and pancake turner, wire egg-beater (hay-wire), pots, pans and dishes from tin cans, rustic broiler, and witch hazel broom.

Cooking Fireplace—Oven, fire pit for baking beans, shed of split shakes for keeping wood supply dry, cooking crane and pot hooks.

Food Storage—Iceless refrigerator, animal-proof food storage, drying and smoking racks.

Sanitation—Perch latrine, barrel dug in ground for dishwater, incinerator, protected water supply.

Fire Making—Flint and steel, sun glass (eye glasses or possibly bottle end), continuous fire, signal pyre (ready to be set when needed, protected against weather).

Lights—Tin can lantern, shell lamp, fish-oil for lamp, birch bark, dead-fish or pitch-pine torch.

Communication—Look-out station with distress signal, secret signals for assembly, log tom-tom for distant signalling, improvised heliograph, tin-can telephone, or speaking tube (hollow log or buried cans laid end to end).

Protection—Barricade, night and day watch, im-

provised weapons; spear, rocks, tomahawks, bow and arrows, club, lance.

Clothing—Canvas shoes, "G" string; leather belt, grass hat, sandals, sun shade or umbrella.

Tools—Fishbone drill, supply of raw materials, bone, horn, shells, wood on hand for making things when needed. Stone hammer.

Nature—Collection of natural history objects found in the vicinity of the site, especially those items essential to food, clothing, shelter, first aid, or camp equipment.

Record—Sun dial, quill pen, ink from berries, stone inscription,—of special event (slate or shale is particularly good), wooden peg or notch calendar.

Recreation—Improved Games: Rope quoits, cave-man golf, darts, bull ring, pebble games, tracking, checkers.

Arts: Paints and dyes, beads, birch bark, sand sculpturing, sand painting.

Music: Musical instruments—gong from metal fittings; conch, willow whistle, bamboo flute, musical glasses (bottles filled with water).

First-Aid Equipment: Sphagnum moss for compress; cane, crutch, stretcher, spring bed, snow glasses, splints, travois.

showing by the camp experts to put on their own program. They will discover their own resources and lead a fuller, richer life in the future as a result. There is much pleasure and satisfaction to be had in bringing this to pass, and it will cost practically nothing.

It may take our Red Cross Staff ten or fifteen years to do it at our present rate of progress, but with the help of camp directors, it can be done in three or four years. That will prevent the loss of many lives. About 1100 people, mostly boys, drown in the fifteen to nineteen-year-age group each year. Those are camping ages too. They need a bit of waterproofing so they can come clean from the summer vacation. About 60 per cent of drownings are from May to August inclusive, and almost entirely outside the organized camps.

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Nina Frederica Berkley, Director Camp Dept.

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Camps Can Raise Aquatic Standards

(Continued from page 19)

Saving Examiners. Both came home to their own county and put on a county-wide program using a variety of lakes, ponds, rivers and beaches. It was a big hit.

Both these instructors felt that baseball, football, and track, were plentifully stressed in the union schools and in the county high school. But it was summer time; the young people wanted to learn about swimming—why not give them what they wanted? In Grafton County, which is rural, 28 swimming clubs, each with its swimming hole to be developed, were started and operated, much to the pleasure and profit of all. The county farmers' picnic thereby was swimming-minded and they moved it to a lake beach, ignoring the fact that it was just a little bit over the Vermont line. But they are going to develop their own swimming resources from now on.

The villagers who live along the finest lakes in the world are not going to be content to let their boys and girls grow up ignorant of how to make the most of their home town and county resources. They won't need very much



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Supervision—A Crucial Need of the Summer Camps

(Continued from page 10)

one time these rating interviews took place at the end of the camp, but in so many cases the counselor or instructor said that he wished he could have known the points at which he was "falling down" earlier so that he could have done something about them, that we realized the most desirable time for interviews would be early in the camp season.

There is not time here to discuss what is involved in good interview technique. Any good book on supervision will indicate what the most generally recognized principles are. The notion of mutuality has already been stressed. Supervisor and counselor, or instructor, pool their resources and experiences in order to secure the best possible experience for the camper. The interview, therefore, is focused primarily on campers and moves from campers to questions of methods of leadership or instruction. The aim of the interview is to stimulate self-analysis and evaluation on the

part of the staff. The primary responsibility for suggesting ways and means and for carrying them out is left with the counselor or instructor—that is, if the improvement of his effectiveness is the object of the interview. The frequency of interviews should be in relation to the need of the staff, and not dependent upon either "happenstance" or the counselor's awareness of need.

Staff Meetings

Next to the interview, the staff meeting is the most valuable potential means for improving the effectiveness of the camp staff. Space will permit the discussion of only two aspects of this supervisory procedure. The problem of frequency of staff meetings evidently still bothers a great many camps. Actual practice ranges from one meeting a week to a meeting daily. Our experience at Ahmek in eleven years, where we have tried most every policy from the standpoint of frequency, has left us with a well-established conviction that a daily meeting six times a week is not enough for the education of the staff. That is all we have been able to get but we are by no means satisfied with what can be accomplished in this amount of time. Our meetings now are from thirty to forty minutes immediately following the evening meal, before any definite evening program is scheduled. As suggested before, until staff members are receiving a year-round experience and education in a field directly related to that of child guidance there seems to be little escape from the imperative necessity of trying to provide a base of essential insight and understanding through regular and frequent staff meetings.

The chief point I would like to make in discussing the content or program of the staff meeting can best be focused by stating that the primary purpose of the staff meeting is for the improvement of the staff, and not for the administration of the camp. If this point of view is accepted, it means that the administrative camp routine and program items are handled through proper administrative channels and not allowed to clutter up the meeting of the staff. It is revealing to note that in the college world the principle of using the faculty meeting for the discussion of educational rather than administrative and routine matters is now well accepted. I have here a record of the last year's staff meetings at Ahmek. Just a

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few of the topics will give you an idea of the sort of thing we tried to do: objectives of the camp; discussion of individual cases; cooperative planning; the "laws" of learning; ways of stimulating and expanding interests; basic urges in campers' behavior; discussion of cases illustrating basic urges; common patterns in campers' behavior; nutrition and food problems; program resources for evening discussion.

When the general plan for staff meetings is formulated at the opening of camp we have in mind providing some content that would fall under each of the following categories: (1) items related to general program objectives and methods; (2) basic leadership tools and insights; (3) information around program content of camp, as in the fields of astronomy, nature lore, first aid, nutrition, etc.; (4) topics of wider personal and social interest, dealing with problems of economics, religion, marriage, international affairs, etc. This fourth type of meeting usually comes later in the camp season, in order that the meetings for the first month may be focused more completely on the resources and problems directly related to the leadership task.

Use of Reports and Records

The value of the use of records and reports by staff members as a means of their improvement has not been adequately realized, I believe. So often they are thought of merely as part of the administrative machinery of the camp. The chief value of many kinds of reports undoubtedly lies in the fact that they may be the means of increasing the competence of counselor or instructor. Each camp has its own type of record and reports. I shall illustrate the value of these devices by referring to the two types of report which we have used long enough at Ahmek to have their value established. The first of these involves the counselor primarily; the second, the instructor and departmental head.

At the end of five days in camp every counselor fills out a behavior rating scale for each camper and writes on the back of it a brief description of his social adjustment. At the end of the season, or when the boy leaves camp, the rating scale is filled out again. The major purpose of the behavior rating scale is not to provide either a basis for judging the effect of the camp on the camper or a permanent record.

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It is primarily and significantly a device which helps to focus the attention of the counselor, first, upon persons instead of activities and, second, upon the individual differences of persons and, third, upon the basic motives underlying behavior rather than upon the overt behavior itself. It is true, however, that the use of such a device will not accomplish any of these purposes unless these are the central purposes and concepts of the camp and unless there are personal resources in the camp director, or other person, who can help counselors to achieve the necessary personality insights and understandings that are greatly in demand as a result of such a procedure. An analogy has helped me here. A stethoscope is a valuable instrument for securing information about the functioning of a person's heart if the person who uses the instrument has some basis in knowledge and in insight to interpret the meaning of what he finds. In my hands the stethoscope would be as useless for this purpose as a stone. Similarly, the use of a behavior rating scale by persons who possess neither concern nor insight about personality and character or who are not in position to receive help in se-

curing such insight would probably be worse than useless.

Instead of introducing rating devices or other record forms in an arbitrary or purely administrative fashion in some camps, at least, it would be well to introduce them gradually, making sure that their actual value to the counselor is apparent. If, for example, a counselor is concerned about the behavior of a particular camper and it is suggested that it would be interesting to fill out a rating device which is on hand, there would be a real readiness on the part of the counselor to carry out this procedure. It would not be surprising to find that he would like to do a similar thing for each of his campers, or to find that other counselors who had seen or heard about this rating scale would similarly be intrigued to try it out. There is nothing most people love to do better than to sit in judgment on the behavior and personality of other persons. We might think of the rating scale as a form of constructive "gossip."

The other type of report which we have found to be of inestimable value we call, for lack of a better term, "the job analysis." Each instructor, administrator, and person in supervisory position utilizes this procedure annually. In the initial year it is necessary to make an analysis or description of what this particular job involves, what its objectives are, how it is organized and carried out, etc. Toward the end of the season the instructor, or supervisor, makes a careful evaluation of his program, or activities, for the season and then makes recommendations for improvements. Where equipment is involved an inventory of needs for the next year is also made. This job analysis procedure has proved so valuable in the five years in which it has been employed that the business manager is now glad to have all of these reports typed and bound into form that makes them readily usable. These reports are of especial value where a new person, as a director of health or director of aquatics, takes over a responsibility, but their chief value lies in the creative effects of a cumulative process of constant evaluation, criticism, and recommendation. As the values and recommendations of the previous year are reviewed in the early spring the camp has a real chance to move forward in the coming summer from the point of its best experience and best judgment

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of the previous year. This kind of a process also stimulates a high sense of responsibility and of eagerness to grow in staff members.

Systematic Appraisal of Staff

There is no procedure of which I know that is of greater effectiveness in raising the standards of the entire camp staff than that of systematic appraisal. While this appraisal need not necessarily be made on the basis of a rating scale, some device does help to make it both more systematic and more objective. Some of the supervisory and training uses of the camp counselor's rating scale previously mentioned are worthy of enumeration here:

1. To secure more objective data upon which to base and operate a merit scheme of remuneration.

2. To secure more objective data for estimating the effectiveness of (a) a particular leader, (b) the total leadership of camp, and (c) the total camp program. Counselors may be graded as A, B, C, or D leaders with much more accuracy when an itemized analysis is made.

3. To measure or estimate the growth of leaders (a) during the camp season and (b) over a period of years.

4. To improve the counselors in service. This is probably the most important value the rating scale possesses. Several suggestions for its use may be made:

(a) It may serve as a basis of discussion at leaders' meetings of the characteristics of effective leadership. This will provide counselors with a statement of the standards by which they are being judged, and toward which they should devote their efforts for improvement. In this way it also serves as a stimulus to self-analysis, self-criticism, and self-improvement.

(b) Have each counselor rate himself on the items on the scale—(1) as a means of self-evaluation and (2) as a basis for individual conference with his supervisor (camp director, program director, sectional director, etc.)

(c) The most valuable use of the scale is to serve as a basis of interview between the counselor and supervisor. As previously mentioned, the total work of the counselor is reviewed thoroughly, critically yet constructively, and with understanding and sympathy.

When the cooperative study of camp counselors previously referred to was made it was discovered that, roughly, twenty-five per cent of the counselors fell in the "D" class, which means a counselor so incompetent that he should not under any consideration return to camp. If this is a fair sample of the situation in camps generally—and these camps were

probably well above the average in leadership standards—it means that practically twenty-five per cent of the campers are under the leadership of persons whom we know fall below any acceptable standard. The year following this study a large number of these camps had virtually eliminated the "D" class leader and greatly reduced the number of "C" grade counselors. In our own camp, for example, in 1928, thirty-four per cent of the counselors were of "C" and "D" grade. During recent years there has been a complete elimination of "D" grade counselors and the "C" grade counselors greatly reduced. This careful appraisal of each staff member means that we define more clearly the qualifications for competent counselors and instructors. But, even when we know what qualifications are desirable or essential we may be content to engage at least a few staff persons each year whom we really know are below a satisfactory standard of competence. When the responsible group of administrators and supervisors in a camp go through the procedure of setting standards and rating each person on the staff on the basis of these standards it greatly eliminates the possibility of these incompetent persons being re-engaged. It also sharpens up their determination to appoint for the first time only persons who show real promise of being of high quality.

The Supervisor Himself

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cedures for staff improvement can serve as substitutes for the insight, understanding, and methods of work of the supervisor himself. Many of us who have supervisory responsibilities have many handicaps from the personal point of view. Some of us have developed authoritative methods of control which make genuine cooperation and mutuality impossible. Some of us maintain the dependency of staff members upon ourselves instead of stimulating independence. Some of us telescope and inhibit rather than stimulate the growth of others. Some of us have fixations around special activities or functions which make change and flexibility very difficult. We are more at home in dealing with the things that we can do well; consequently, we tend to emphasize them, frequently at the expense of progress, rather than to recognize the many new elements which must enter into a contemporary summer camp and to recognize that the ideas and skills of a decade or more ago are inadequate today. Sometimes we attempt to supplement our own deficiencies from the standpoint of educational, personality, and supervisory insight by securing for our staff other persons who have these insights and skills and then continue to "hog the ball," not allowing these persons to have a real chance. Camp directors and others with supervisory responsibility, therefore, must use earnest, systematic, and continuous attempts to improve themselves from the standpoint of their supervisory task.

I suspect that we are no better equipped from the standpoint of good supervision than the counselor is equipped from the standpoint of competent leadership. Our own improvement will come as we read systematically, as we enroll in courses that will contribute to our supervisory function, as we definitely plan our supervisory responsibilities and critically evaluate them in progress, and as we recognize the points at which our deficiency is greatest and supplement ourselves with other persons. Occasionally we hear discussion to the effect that the directorship of summer camps is a profession. Certainly this is not true at the present time; but if it is ever to be true, the heart of that profession will inescapably reside in the skills and the insights which are demanded by supervising a process of informal education known as the summer camp.